Formative Assessment Task

2ND Grade: Number and Operations in Base Ten

## 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Materials and Directions:**

1. Gather base ten blocks, Digi Blocks, and/or hundreds charts for student to choose to use.
2. Place the following problem on the board:
   1. Stanly is reading a chapter book with 92 pages. He has read some pages, but still has 58 more to read. How many pages has he read?
3. Ask students what information they know from the story? Record their response.
4. Ask students what their answer will tell them.
5. Have the student find a solution to the problem.
6. Observe how the student models and solves the problem.

**Considerations:**

1. When asked what they know about the story, students should respond that they know how many pages are in the book, and how many pages are left unread.
2. When asked what their answer will tell them, students should respond that the number will tell them the number of pages Stanly has read.
3. Observe what strategies students use to solve the problem. You are looking for an effective strategy to compute the difference between 92 and 58. Take note of any materials the student uses to aid in solving the problem.
4. Take note of the problem solving and understanding of the story problem and the efficient method of subtracting.



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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |